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ABSTRACT

The guide describes North Carolina's standard course of study in modern languages for grades K-12 and corresponding instructional guidelines. The first part is organized in six chapters: purpose, overview, and rationale for the standard course of study; intended program outcomes; the interrelationship of proficiency, grammar, vocabulary, and culture; the role of second languages in the total curriculum; organization of the state's revised second language curriculum into stages; and goals and objectives for each language skill area (listening, speaking, reading, writing, and culture) for each stage. The teacher handbook details the goals for each language skill area by providing specific objectives and sample measures for each stage and grade level. A glossary of terms relating to language arts and language instruction and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines are appended. Contains 31 references. (MSE)

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TEACHER HANDBOOK

Second Language Studies • K-12

ED 407 851

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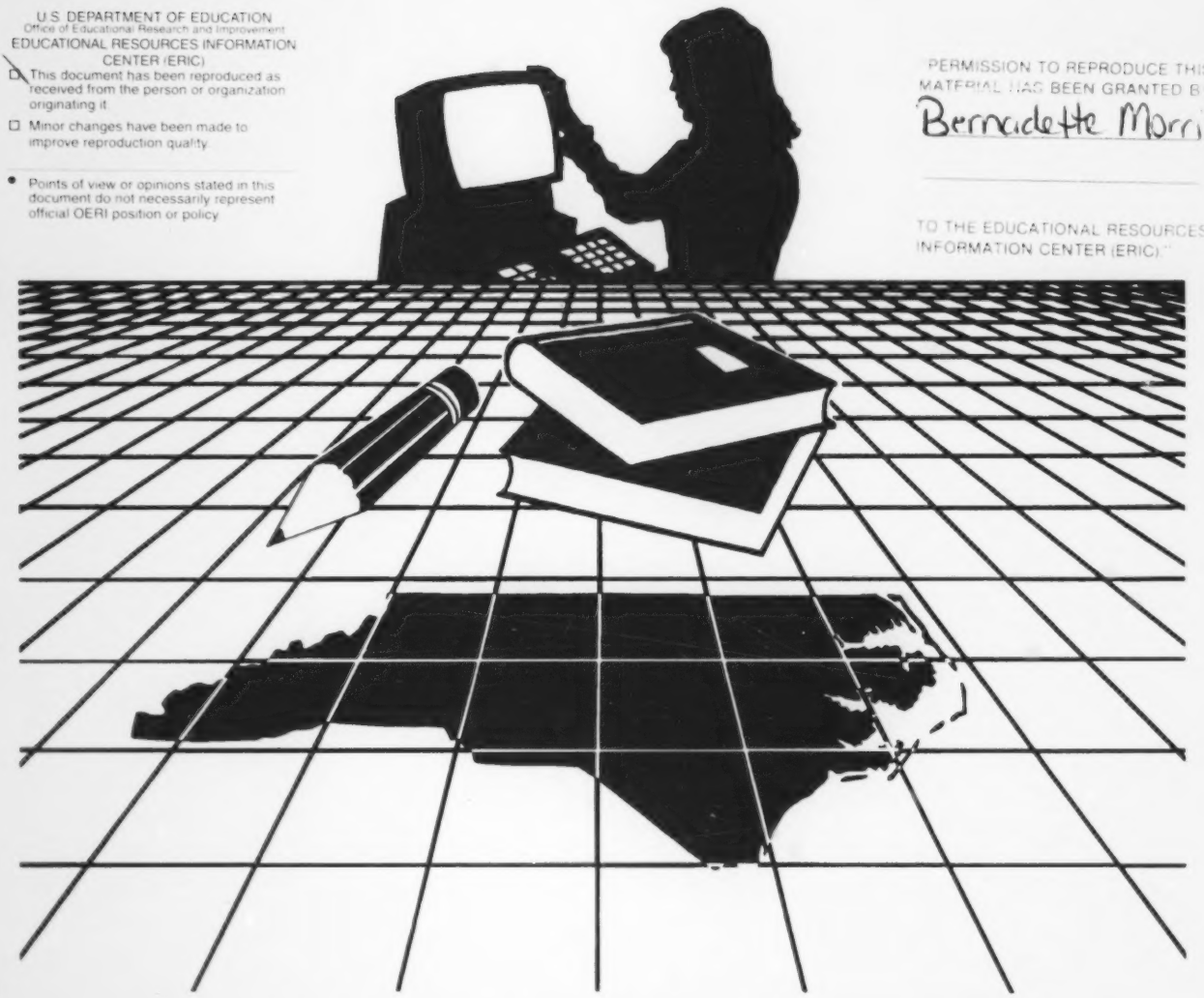

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TEACHER HANDBOOK

Second Language Studies • K-12

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION • 1994

FOREWORD

North Carolina has had a ***Standard Course of Study*** since 1898. Since that time, the curriculum has periodically been revised to reflect the changing needs of students and society. The 1985 ***Standard Course of Study***, for example, reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. Moreover, it also included initial efforts to develop mature thinkers and problem solvers.

In the 1980's and early 90's we have witnessed a dramatic shift in the needs of business and industry and of society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students continue to need mastery of such enabling skills as reading, writing, and computing, they must also master the new basics which include creative thinking/problem solving, interpersonal skills, negotiation and teamwork.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the ***Standard Course of Study*** and ***Teacher Handbook***. The revisions are futuristic in outlook. They look at what students will need to know, be able to do, and be like. In other words, the curriculum focuses on the desired outcomes for North Carolina's students after thirteen years of schooling.

The North Carolina General Assembly is continuing its commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the ***North Carolina Standard Course of Study*** and the revised curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the revised curriculum are essential contributions to the continuing efforts to provide a quality education for each North Carolina child.

Bob Etheridge
State Superintendent of Public Instruction

ACKNOWLEDGEMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the ***North Carolina Standard Course of Study*** and the ***Teacher Handbook*** would not have been possible.

We wish to express a special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task,
- the many local educators who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum,
- Raleigh-based staff in Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Second Language Studies, Science, Social Studies, and Vocational Education. These Public Instruction staff members carried the primary responsibility for revising and editing the curriculum,
- office support staff in each of the above named areas who, in addition to their on-going responsibilities, word processed the revised documents,
- Technical Assistance staff who reacted to revised drafts,
- the Division of Communication Services for technical assistance in the publication of the documents,
- Association for Supervision and Curriculum Development (ASCD) for allowing its ***Dimensions of Thinking*** to serve as the framework for this revision process,
- members of the Agency's Thinking Skills Task Force who worked tirelessly to craft the thinking skills philosophy that is expressed in the Introduction.

The current revision process, involved on some level, the entire education community, and its end product is a North Carolina curriculum of which the State can be justifiably proud. We will constantly revise and improve the ***Competency-Based Curriculum*** in order that it will continue to meet the needs of the children of North Carolina.

Table of Contents

Foreword iii

Acknowledgements iv

Standard Course of Study

Purpose, Overview and Rationale 3

Program Outcomes 5

The Interrelationship of Proficiency, Grammar, Vocabulary, and Culture 6

Second Language and the Total Curriculum 7

Organization of the Curriculum 9

Second Language Goals and Objectives 13

Teacher Handbook

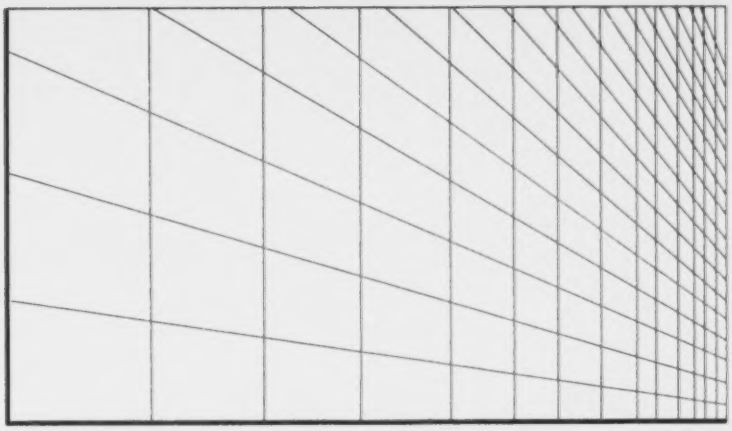
Goals, Objectives, and Sample Measures

- Listening 25
- Speaking 59
- Reading 95
- Writing 117
- Culture 139

Glossary 159

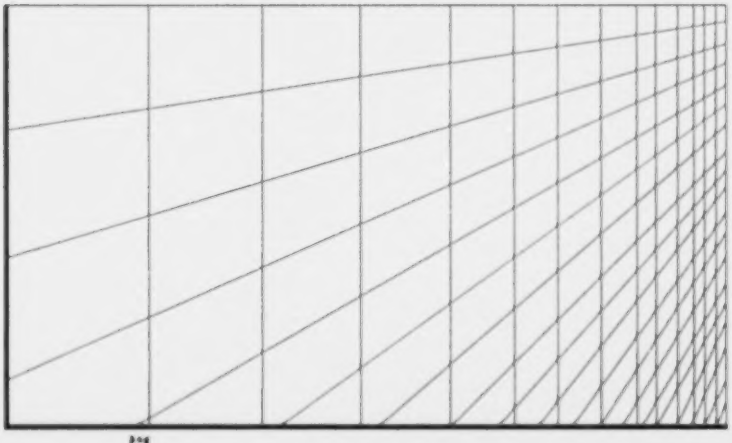
ACTFL Proficiency Guidelines 165

Bibliography 181



Standard Course of Study

Second Language Studies



SECOND LANGUAGE STUDIES

Modern Languages K-12

PURPOSE, OVERVIEW AND RATIONALE

The purpose of the program in modern languages K-12 in North Carolina is to enable students to develop the ability to communicate directly and effectively with people from other cultures who speak other languages. Therefore, the focus of the curriculum is the progressive development of the skills of listening, speaking, reading, and writing in the second language within the context of the cultures in which the language is spoken. Students communicate orally and in writing while learning about the customs and life-styles of other peoples and their contributions to the world in which they live.

The developmental nature of language learning requires daily language use in a long, unbroken sequence that permits students to develop communicative competence in the second language in as natural a manner as in the first language. It begins with the listening and speaking skills followed later by the integration of reading and writing. Vocabulary and grammar are not studied in isolation but are incorporated into the development of all the communication skills.

Renewed interest in the study of a second language has been on the rise throughout the United States since the late 1970's. The concern for the monolingualism of Americans, "Tongue-Tied Americans" as they were called by Senator Paul Simon of Illinois, was expressed strongly by the President's Commission on Foreign Languages and International Studies in 1979 in its report entitled STRENGTH THROUGH WISDOM:

> Americans' scandalous incompetence in foreign languages also explains our dangerously inadequate understanding of world affairs. Our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation.
>
> The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension in the world in which we live and compete.

Calls for expanded and improved instruction in second languages have been sounded in many subsequent national reports. Both the National Governor's Association and the Southern Governor's Association have offered recommendations for reform. A NATION AT RISK (1983) placed the study of foreign languages and culture alongside the five other "basics" of English, mathematics, computer science, social studies, and the natural sciences as a fundamental component of a sound education and stated that the study should begin in the elementary grades. WHAT WORKS: RESEARCH ABOUT TEACHING AND LEARNING (1986), a publication of the United States Department of Education, encourages foreign language instruction at an early age. William Bennett's JAMES MADISON ELEMENTARY SCHOOL: A CURRICULUM FOR AMERICAN STUDENTS (1988) includes foreign language in the outline of knowledge and skills basic to the American elementary curriculum. Finally in 1994 Congress included foreign language study as part of Goals 2000.

With the adoption of the of the Basic Education Program and the STANDARD COURSE OF STUDY (1985), North Carolina led the nation in declaring that second languages should be part of a basic education for all. Students in grades K-5 would be required to study a second language and would have the opportunity to continue the study of that language in grades 6-12. Many reasons can be cited to support the importance of second language study for all children in our state. In examining the economic future of North Carolina and our country, we note that we are becoming increasingly dependent on foreign investment and international trade. Recent trade agreements hold the promise of greatly increased trade with Canada and Mexico. As we look toward expanding our share of the world market, we know that we will need to be able to sell our goods in the language of the customer in

order to be competitive. In addition, many of us may be employed by foreign-owned companies and we will be better able to work for and with people from other countries if we know their language and understand their culture.

Secondly, North Carolina is becoming the home for more and more individuals whose first language is not English. According to the 1990 Census, the number of Hispanics living in the state increased 35% in the decade. The numbers of Asians and Pacific Islanders have also jumped sharply. Although North Carolina is ranked 38th in terms of total immigration, communities across the state are feeling the impact. Individuals of limited English proficiency are no longer concentrated in the large cities but are moving to many small towns and rural areas from the mountains to the coast. Communities throughout the state are being called upon to provide services for the immigrant populations in the schools, hospitals, businesses, and social and governmental agencies.

Finally, one of the most important benefits of second language study is that it often leads to improvement in the first language. For example, various studies of students in partial immersion or total immersion second language programs where students are taught basic skills through another language show that they usually achieve at higher levels than their peers who are taught only in English, even when the testing is done in English. A study conducted in Louisiana in 1986 showed that third, fourth, and fifth graders studying French for thirty minutes per day achieved significantly higher scores on the 1985 Basic Skills Language Arts Test than did a similar group of students who had no instruction in French. In addition, by the fifth grade, scores of those in the French program were higher in mathematics as well. Moreover, according to a variety of research conducted by Thomas Cooper, the study of a second language had a direct correlation with scores on the SAT-Verbal according to the number of years of that study— longer sequences correlated with higher scores. In addition, the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subject.

PROGRAM OUTCOMES

The K-12 program in second language studies is designed to provide students in the North Carolina public schools with the opportunity to acquire communicative competence in a second language and to develop an understanding of

other cultures to help prepare them to meet the challenges of our global society. It can be divided into five major areas: listening, speaking, reading, writing, and culture. All of these areas are interdependent and interrelated.

At each stage of learning throughout the K-12 sequence, a student should exhibit progressive development of proficiency in each area as follows:

Listening—the ability to understand a second language in context when spoken by an educated native speaker

Speaking—the ability to speak the second language so as to be understood by a native speaker of that language

Reading—the ability to understand the written language in context from print and nonprint materials in the second language

Writing—the ability to write in the second language so as to be understood by a native of the target culture

Culture—to have knowledge and understanding of other peoples and to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken

THE INTERRELATIONSHIP OF PROFICIENCY, GRAMMAR, VOCABULARY, AND CULTURE

Proficiency is the organizing principle for much of the instruction in the modern foreign languages and refers to the ability to communicate directly and effectively in the second language. The ACTFL Proficiency Guidelines (1986) form the basis for the North Carolina second language curriculum. They describe the various stages of language development from novice to superior in the four skills of listening, speaking, reading, and writing. The Proficiency Guidelines are not a prescribed methodology but they do have implications for curriculum, instruction, and assessment with their emphasis on the functional use of oral and written language in authentic settings with native speakers.

Because proficiency-based curriculum and instruction focus on teaching for

communication, grammar and vocabulary are not treated as specific objectives. As students acquire language naturally, they increase their knowledge of grammar and vocabulary. Grammatical concepts are taught and applied in context and vocabulary is imbedded within activities that are designed to guide students to master the functional objectives. The grammar and vocabulary that are presented to pupils should be situational, contextual, and directly related to curricular, academic, social, and survival concepts that students have mastered, as well as to experiences they have had and are having both in and out of school.

Culture should be integrated throughout the second language curriculum. It should be presented within the situational context in which students are acquiring and using language and not in discrete-item format. As pupils develop the four language skills, the teacher incorporates cultural components that may include the culture's contributions to the advancement of civilization and the patterns of daily behaviors in countries or regions where the language is spoken. Materials and activities need to be appropriate to the objectives of a lesson at the grade level and interest level of the students. Thus, students are consistently and systematically provided with opportunities to gain cultural knowledge while developing an increasingly greater ability to use all four language skills to communicate.

SECOND LANGUAGES AND THE TOTAL CURRICULUM

In 1993, the Department of Public Instruction set two primary goals for education in North Carolina:

GOAL 1: Every child should be proficient in the enabling skills of reading, writing, mathematics, and thinking at levels sufficient to ensure success at the next level of schooling.

GOAL 2: Every student should receive a high school diploma that reflects attainment of proficiencies sufficient for the technological needs and jobs of the future.

The second language program supports both of these goals. The integration of other areas of the curriculum lends itself well to second language acquistion since it enables students to use prior skills and knowledge and involve them in active learning, making language really comprehensible and manageably

producible.

The focus of the study of a second language is communication. All of the aspects of communicative competence— the gathering of information, concept clarification, thought organization, clear conveyance of meaning, analysis, synthesis, integration, and evaluation— form an integral part of second language acquisition. The same functions that one may perform in the native language can be performed in the second language.

Research suggests that students learn to read once and that reading proficiency transfers from one language to another. Students who develop confidence in their ability to comprehend literal meaning and to infer implied meaning in a piece of writing carry that strength to new learning contexts. Strengths build upon strengths. A student who can determine a main idea from a written passage in French can do so in English. Similar transfer occurs in writing. A student who can express a personal point of view may have developed that skill in English but can transfer it to Spanish, multiplying by many millions those who can understand and appreciate that point-of-view.

Mathematics has been defined as a study of patterns. The skills and processes required in mathematics are similar to those used to recognize, identify, and use learned patterns in the second language. Moreover, mathematics activities often provide the perfect vehicle for second language practice. In the elementary classroom, second language teachers can reinforce the mathematical concepts as they teach numbers, shapes, qualification, and comparisons. In the upper grades, teachers can use the mathematical concepts already mastered to provide a framework for second language activities. In addition, the second language program provides a culturally authentic context for teaching the metric system. Although not considered essential for life in the United States, it is an integral part of the economic system for the rest of the world.

The entire process of second language acquisition calls upon students to utilize a variety of thinking skills. As they learn the second language, they will relate it to the first language and be called upon to transfer skills from the first to the second language and from the second language back to the first. Successful second language learners develop an awareness of their own thinking and continuously make connections with previously acquired skills and knowledge. They often compare, classify, order, identify relationships, predict, elaborate, and verify. Effective second language teachers infuse

problem solving, decision making, and invention into their classroom activities as they help students develop communicative competence. Listening, speaking, reading, and writing in the second language, just like the first language, enable learners to clarify their thinking, to investigate, and to increase knowledge in many areas.

The second language can be the vehicle for instruction in other subject areas of the curriculum as well. Second language study is closely aligned with social studies. It is impossible to learn a language without studying its culture. The second language program helps students recognize cross-cultural similarities and cross-cultural differences and to understand how other cultures influence their own. Efforts should be made to reinforce social studies objectives at each grade level through second language instruction. Science can also be integrated in second language instruction. Scientific processes are observable and therefore lend themselves to second language acquisition. In addition, scientific terms are similar in many languages and can provide the context for teaching any of the communication skills. Music, visual arts, dance, and theater provide a cultural framework for second language instruction and give students other means of communication which support communication in the second language. Physical education activities can be conducted readily in the second language and health concerns can provide the context for discussion.

The ability to communicate in a second language will be a valuable skill for students as they prepare for the jobs of the future. Our interconnected world, as well as the changing demographics in the state and the nation, suggest that a great many students will find their work situation either dependent upon or greatly enhanced by second language proficiency whether working abroad or living and working in a growing multicultural/multilingual community at home. In this technological age when information is abundant and communication instantaneous, it is insufficient to develop faster faxes without understanding the languages in which they are written.

ORGANIZATION OF THE CURRICULUM

The Revised Second Language Curriculum is designed to address the needs of all students engaged in the study of a modern second language, regardless of the language they study or the grade level at which they begin that study. It recognizes that all students start acquiring a second language in the same way

and therefore pass through the same stages of language development, although they may participate in different learning activities which are appropriate for their ages, interests, and experiences.

The Goals and Objectives of the Curriculum were developed and reviewed by teachers and other second language educators of French, German and Spanish and can be applied equally to all three languages. The Curriculum can also serve as a guide for teachers of the less-commonly taught languages such as Japanese, Chinese, Russian and Arabic. However, some adaptations will most likely need to made, particularly in the areas of reading and writing, since those languages are written in very different alphabets and have different language structures. In addition, although the stages of language development apply, native English-speaking students learning one of the less- commonly taught languages may require more time at each stage to develop communicative competence.

The Curriculum is organized around five goals which correspond to the program outcomes:

Listening: **To understand language in context when spoken by an educated native speaker**

Speaking: **To speak the language so as to be understood by a native speaker of that language**

Reading: **To understand the written language in context from print and nonprint materials in the target language**

Writing: **To write so as to be understood by a native of the target culture**

Culture: **To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken**

The objectives for Listening, Speaking, Reading, and Writing are divided into three Stages.

STAGE ONE

Stage One is the beginning stage of language learning. At this stage students start by understanding and producing isolated words and learned phrases. Later, they can understand and use everyday words, action words, commands, simple phrases, sentences, and questions. Comprehension is generally better than language production. Students develop aural/oral skills first; then they begin to read and write what they can already understand and say.

STAGE TWO

Stage Two is the continuing stage of language learning. At this stage students can create with language. They initiate and sustain basic communicative tasks. They ask and answer simple questions, narrate and describe in sentences and groups of related sentences, read and understand short written passages, and compose short messages, announcements, and simple letters.

STAGE THREE

Stage Three is the advanced stage of language learning. At this stage, students can converse on everyday topics, communicate in past, present, and future time, understand and summarize written material on general topics, compose cohesive paragraphs, and develop organized compositions and reports. At this stage, students can be understood by native speakers of the language who are unaccustomed to dealing with foreigners.

Sample measures have been developed in grade groups for each objective. The measures are a variety of suggestions for ways in which the students may demonstrate that they are able to meet the objectives. They correspond to the level of language development and the level of cognitive development of the students. They incorporate other appropriate areas of the curriculum as well as student needs and interests. The measures are divided as follows:

STAGE ONE	**Grades K-2**	**(Listening and Speaking Only)**
	Grades 3-5	
	Grades 6-8	
	Grades 9-12	

STAGE TWO **Grades 6-8**
Grades 9-12

STAGE THREE **Grades 9-12**

CULTURAL OBJECTIVES

Cultural objectives have been established according to grade groups since they are inextricably linked to the students' developmental level and their prior knowledge and experience. At grades K-2, children learn basic gestures, greetings and expressions, children's songs, rhymes, dances and games; participate in activities related to major holidays and celebrations; and become acquainted with children's stories from other cultures. At grades 3-5, children participate in a wider range of activities which reflect the customs and traditions of children in other cultures and begin to develop an awareness of the geography of the countries where the language is spoken. At grades 6-8, students participate in activities which are characteristic of young adolescents in other cultures, develop an understanding of adolescent literature, increase their knowledge and understanding of the geography of other countries, begin to identify important individuals from those countries and their contributions, and begin to develop an awareness of the interrelationship of other cultures to their own. At grades 9-12, students utilize appropriate greetings, expressions, and behaviors which are characteristic of other cultures; experience different customs and traditions; recognize the relationship between geography and culture; identify important events, achievements, and contributions of other countries; become aware of the literature of the cultures in which the language is spoken; and demonstrate understanding of the interrelationship of their own and other cultures.

Sample measures are included for each of the cultural objectives which correspond to the students' cognitive development. Because culture and language are interdependent, many of the measures are communicative. At grades 6-8 and 9-12, they represent the various stages of second language development that are present within those grade groups.

SECOND LANGUAGE GOALS AND OBJECTIVES

LISTENING GOAL: TO UNDERSTAND LANGUAGE IN CONTEXT WHEN SPOKEN BY AN EDUCATED NATIVE SPEAKER.

STAGE ONE

1.1 Demonstrate understanding of everyday words when heard.
1.2 Follow affirmative and negative directions and commands.
1.3 Demonstrate understanding of simple affirmative and negative phrases, statements, and questions.
1.4 Demonstrate understanding of who, what, where, how, when, and how much/many questions.
1.5 Demonstrate understanding of descriptive words in simple phrases and sentences.
1.6 Demonstrate understanding of expressions of emotion, condition, and preference.
1.7 Demonstrate understanding of action words in context.
1.8 Recall facts and make inferences from a group of related sentences.

STAGE TWO

2.1 Demonstrate understanding of words, phrases, simple statements and questions heard without visual cues or props.
2.2 Demonstrate understanding of meaning from context clues.
2.3 Demonstrate understanding of expressions of emotion, condition, and preference.
2.4 Extract the main idea from material heard.
2.5 Recall facts and list details from material viewed and heard.
2.6 Demonstrate understanding of descriptive passages when heard which compare or contrast two or more elements or which depict the relationship between or among the elements.
2.7 Demonstrate understanding of material heard by predicting outcomes, drawing inferences, and making judgments.

STAGE THREE

3.1 Recognize past, present, and future time when heard in simple and complex sentences and in longer passages.

3.2 Recognize intonation patterns and their effect on meaning.

3.3 Demonstrate understanding of the main idea in telephone calls, radio and TV broadcasts, oral reports, poems, and short stories.

3.4 Summarize conversations and oral passages on everyday topics, personal interests and activities, and current events.

3.5 Identify feelings, emotions, and preferences as expressed in conversations, songs, poems, paragraphs, and excerpts from literature and media.

3.6 Demonstrate understanding of material heard by predicting outcomes, drawing inferences, and making judgments.

3.7 Demonstrate understanding of point of view or purpose.

SPEAKING GOAL: TO SPEAK THE LANGUAGE SO AS TO BE UNDERSTOOD BY A NATIVE SPEAKER OF THAT LANGUAGE.

STAGE ONE

1.1 Use everyday words in speech.
1.2 Use simple phrases, including courtesy formulae.
1.3 Use learned sentences in everyday situations.
1.4 Describe pictures/visuals, people, places, and objects in the immediate environment.
1.5 Express emotion, preference, wishing, and condition.
1.6 Use action words and phrases.
1.7 Give affirmative commands.
1.8 Express possession.
1.9 Ask questions.

STAGE TWO

2.1 Use learned phrases and sentences to initiate and sustain simple conversation.
2.2 Recombine known language to produce personalized statements, questions, and responses.
2.3 Produce negative and affirmative statements and questions.
2.4 Describe in phrases and sentences people, places, things, activities, and events.
2.5 Describe a sequence of events.
2.6 Make comparisons and contrasts.
2.7 Express emotion, condition, and preference.
2.8 Use language to classify, summarize, predict, judge, and infer.

STAGE THREE

3.1 Converse on everyday topics with accuracy in some basic language structures using stress, rhythm, and intonation which are comprehensible to a native speaker.
3.2 Communicate orally in past, present, and future time.
3.3 Ask questions to seek information and clarification of meaning; give specific information orally.
3.4 Describe with detail a person, place or thing.

3.5 Narrate a simple story or deliver a simple oral report.

3.6 Express emotions, feelings, and preferences and give supporting details.

3.7 Express personal point of view and support it.

READING GOAL: TO UNDERSTAND THE WRITTEN LANGUAGE IN CONTEXT FROM PRINT AND NONPRINT MATERIALS IN THE TARGET LANGUAGE.

STAGE ONE

1.1 Recognize written words in context which are already understood in the target language.
1.2 Demonstrate understanding of simple phrases and sentences when read.
1.3 Recall facts from a series of connected sentences.
1.4 Make inferences from material read.

STAGE TWO

2.1 Demonstrate understanding of short written passages by identifying words that relate to the main idea.
2.2 Obtain information through reading.
2.3 Identify the main idea and supporting details from single paragraphs and longer narrative and descriptive passages, including authentic materials.
2.4 Identify a sequence of events in a narrative.
2.5 Read familiar written materials for the purpose of summarizing.

STAGE THREE

3.1 Obtain information by reading.
3.2 Identify the main idea and supporting details from authentic materials such as newspaper and magazine articles and literary works.
3.3 ummarize written material on general topics and literary works.
3.4 Determine emotions, feelings, and preferences from reading selections.
3.5 Make predictions and judgments and draw inferences from written materials.
3.6 Demonstrate understanding of the author's point of view or purpose.

WRITING GOAL: TO WRITE SO AS TO BE UNDERSTOOD BY A NATIVE OF THE TARGET CULTURE.

STAGE ONE

1.1 Copy learned phrases and sentences in context.
1.2 Write words from memory which are associated with visuals, props, or familiar contexts.
1.3 Write a familiar phrase, statement, or question in context.
1.4 Generate in writing two or more related sentences in context.

STAGE TWO

2.1 Recombine known language to produce personalized statements, questions, and responses.
2.2 Write controlled sentences and paragraphs.
2.3 Compose a series of original statements and/or questions related to personal experience.
2.4 Compose short messages, announcements, advertisements, postcards, and simple letters.
2.5 Compose a series of related sentences that describe, compare or contrast people, places, things, and/or activities.
2.6 Narrate a sequence of events.
2.7 Write one or more sentences that classify, summarize, predict, judge, or infer.

STAGE THREE

3.1 Compose a series of related sentences or a cohesive paragraph on a general topic with good control of some basic language structures.
3.2 Narrate in past , present, and future time.
3.3 Compose cohesive paragraphs which describe, compare or contrast in detail people, places, things, activities, situations, and events.
3.4 Develop an organized summary, composition, report, or article of more than one paragraph.
3.5 Express emotions, feelings and preferences and give supporting details.

3.6 Express personal point of view and support it.
3.7 Compose pattern poetry.

CULTURE GOAL: TO GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER PEOPLES AND THE ABILITY TO USE LANGUAGE AND BEHAVIOR CHARACTERISTIC OF REAL-LIFE SITUATIONS IN THE CULTURES IN WHICH THE LANGUAGE IS SPOKEN.

GRADES K-2

4.1 Recognize and identify gestures, greetings, expressions, manners, and behaviors which are characterisitic of the cultures in which the language is spoken.

4.2 Learn age-appropriate songs, rhymes, dances, and games of children in cultures where the language is spoken.

4.3 Demonstrate understanding of children's stories in cultures where the language is spoken.

4.4 Participate in activities related to major holidays, festivals, and special dates that are celebrated by children in the cultures where the language is spoken.

GRADES 3-5

5.1 Use gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.

5.2 Learn age-appropriate songs, rhymes, and games of children in cultures where the language is spoken.

5.3 Demonstrate understanding of children's literature including stories, poetry, folk tales, fables, and legends in the cultures where the language is spoken.

5.4 Experience the music and dance from the cultures where the language is spoken.

5.5 Participate in activities which reflect the customs and traditions of children in the cultures where the language is spoken.

5.6 Locate on a map or globe the countries where the language is spoken.

GRADES 6-8

6.1 Use gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.

6.2 Participate in activities which are characteristic of young adolescents in the cultures where the language is spoken.

6.3 Demonstrate understanding of adolescent literature including stories, poetry, plays, folk tales, fables, and legends in the cultures where the language is spoken.

6.4 Experience customs and traditions of cultures where the language is spoken.

6.5 Locate major cities and identify major geographical features of the countries where the language is spoken and show their relationship to the culture.

6.6 Identify important individuals from the past and present and their contributions in the countries where the language is spoken.

6.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.

GRADES 9-12

7.1 Utilize appropriate greetings, expressions, manners, and behaviors which are characteristic of cultures in which the language is spoken.

7.2 Participate in activities and experience customs and traditions which are characteristic of the cultures where the language is spoken.

7.3 Demonstrate understanding of literature including stories, poetry, plays, folk tales, fables, and legends in the cultures where the language is spoken.

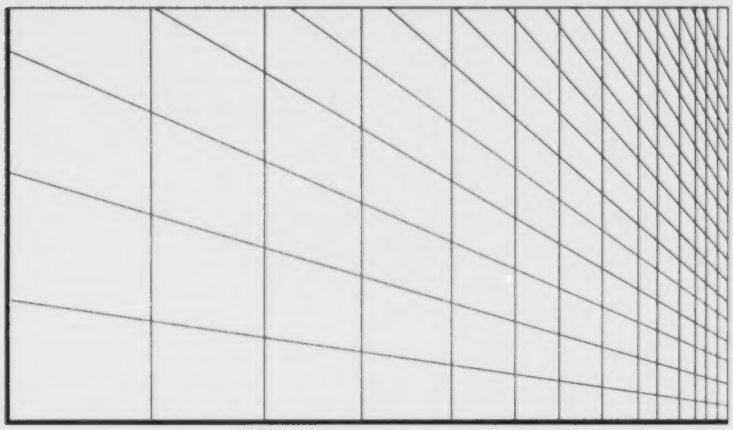
7.4 Demonstrate understanding of contemporary people and lifestyles.

7.5 Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.

7.6 Identify important events, achievements, and contributions in

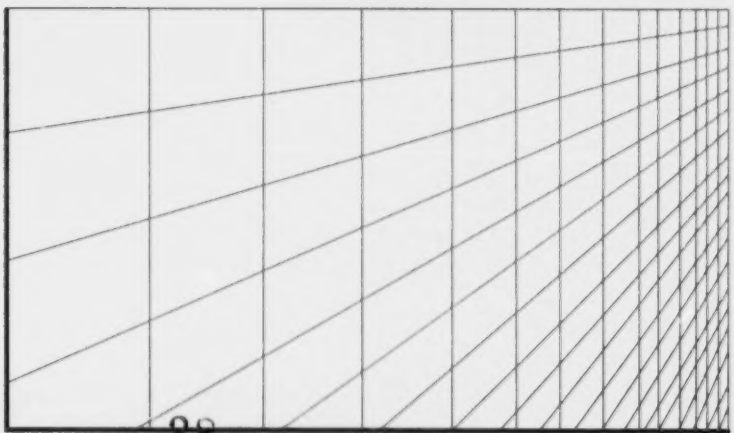
the countries where the language is spoken and show their influence on their own and other cultures.

7.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.



Teacher Handbook Component

Second Language Studies
GRADES K-12



SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.1 Demonstrate understanding of everyday words when heard.	• View two or more objects; hear one name and select the object. • Stand up when you hear the name of an article of clothing that you are wearing. • Raise your hand when you hear the name of a color you are wearing. • Select from a group of several geometric shapes the one you hear named.
	Grades 3-5
	• Select the object from a small group of objects after hearing it named. • Hold up a picture or number card that corresponds to the word that is called out.
	Grades 6-8
	• Draw a specific geometric shape after hearing it named.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8** (continued)
1.1 Demonstrate understanding of everyday words when heard.	• Point to the activity named when viewing a visual showing students engaged in different activities.
	Grades 9-12
	• Hold up a classroom object after hearing it named.
	• Listen to a number sentence and write it down (e.g., 4 + 3 = 7).

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.2 Follow affirmative and negative directions and commands.	• Stand up or sit down as directed. • Touch or not touch an object as directed. • Play "Simon Says."
	Grades 3-5
	• Touch head, shoulder, knee, or foot after hearing the command. • Follow simple oral directions for a game. • Play "Simon Says."
	Grades 6-8
	• Follow directions for finding something in the classroom. • Fold a piece of paper into a figure while listening to a teacher's step-by-step directions.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.2 Follow affirmative and negative directions and commands.	• Follow directions for finding something in the classroom. • Using Cuisenaire rods, construct a figure in response to another student's directions.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.3 Demonstrate understanding of simple affirmative and negative phrases, statements, and questions.	• Act out what the teacher says (e.g., He is singing. It's raining.) • Draw a picture of the weather after hearing a sentence describing it. • Indicate with thumbs up or down whether you like certain foods when the teacher asks "Do you like _____?" • Identify a student in the classroom who is not wearing the clothing described.
	Grades 3-5
	• Listen to the description of a person and select the picture that corresponds to it. • Act out what the teacher says. (e.g. I am hungry. He is singing. It's raining.) • Listen to a description of the weather and choose the appropriate clothing. • Indicate with thumbs up or down whether you like something in response to a question "Do you like _____?"

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5** (continued)
1.3 Demonstrate understanding of simple affirmative and negative phrases, statements, and questions.	• Identify someone in the classroom who is not wearing the clothing described.
	Grades 6-8
	• Point to a particular family member after hearing a description of a relationship in the family.
	• Draw a picture as it is described orally.
	• Locate geographic features such as a river, mountain or ocean on a map after listening to oral directions.
	• Listen to descriptive statements about individuals in the classroom and place them within a Venn diagram of three interlocking circles.
	• Respond with "yes" or "no" to a series of questions that describe people or objects in the classroom.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.3 Demonstrate understanding of simple affirmative and negative phrases, statements, and questions.	• Listen to affirmative or negative statements and choose the picture that illustrates each. • Respond with "yes" or "no" to a series of questions that describe people or objects in the classroom.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.4 Demonstrate understanding of who, what, where, how, when, and how much/many questions.	• Identify the object in the classroom when asked "Where is the door?" • Select the correct article of clothing when asked "What do you wear when it is hot?" • Write a number when shown objects and asked "How many?"
	Grades 3-5
	• Set a clock face after hearing questions such as "When do you eat lunch?", "When do you sleep?" • Point to the correct month when asked "When is your birthday?" • Touch specific points in a community scene in response to questions such as "Where are the children?", "Where do they live?", "Who has a dog?"

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8**
1.4 Demonstrate understanding of who, what, where, how, when, and how much/many questions.	• Complete an interview sheet about yourself in response to oral questions. (e.g. How old are you? How many pets do you have?) • Choose the person in the class whose description answers the question heard. (e.g., Who has long blonde hair and wears glasses?)
	Grades 9-12
	• Complete an interview sheet about yourself in response to oral questions (e.g., How old are you? How many pets do you have?) • Respond to teachers "How much—" by counting out the correct amount in the target currency for items purchased on an imaginary shopping trip to a market in another country. • Provide information from a train timetable in response to oral questions. (e.g., When does the train leave for _____? When will you arrive?)

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.5 Demonstrate understanding of descriptive words in simple phrases and sentences.	• Point to a picture of an animal which is described orally. • Classify pictures of foods into food groups or by meals after hearing the descriptions. • Select an article of clothing which is described orally. • Select a geometric shape after hearing a description of its color and sides.
	Grades 3-5
	• Point to a picture of an animal which is described orally. • Classify pictures of foods into food groups or by meals after hearing the descriptions. • Listen to a description of a planet and identify it.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8**
1.5 Demonstrate understanding of descriptive words in simple phrases and sentences.	• Listen to a description of one of your classmates and identify who is being described. • Draw a monster after hearing it described. • Listen to descriptions of modes of transportation and select those which have two or more characteristics in common.
	Grades 9-12
	• Listen to a description of one of your classmates and identify who is being described. • Draw a monster after hearing it described. • Listen to descriptions of modes of transportation and select those which have two or more characteristics in common.

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.6 Demonstrate understanding of expressions of emotion, condition, and preference.	• Make a physical graph showing student preference for different foods after hearing preferences expressed. • Select a face showing the emotion after hearing a statement such as "I am sad". • Act out an expression of condition after hearing it. (e.g., I am cold. I am hungry).
	Grades 3-5
	• Make a bar graph showing student preference for different sports after hearing preferences expressed. • Select a picture from a group according to the condition stated. (e.g., I am sick. I am cold. I am not tired.)
	Grades 6-8
	• Act out the condition heard. (e.g., I am sick. He is not tired.)

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8** (continued)
1.6 Demonstrate understanding of expressions of emotion, condition, and preference.	• Listen to statements about three boys and their musical preferences. Point to a picture of each boy's favorite music when asked. • Hear the words "tired", "happy", etc., and point to the correct face when several are displayed on an overhead transparency.
	Grades 9-12
	• Act out the condition heard. (e.g., I am sick. He is not tired.) • Listen to a story and select the correct card or picture illustrating a specific emotion or condition as you hear it.

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One **1.7 Demonstrate understanding of action words in context.**	**Grades K-2** • Listen to a description of what an animal does (e.g., runs, flies, hops, swims, etc.) and select the animal. • Use body movements to demonstrate actions in songs. **Grades 3-5** • Listen to a description of what an animal does (e.g., runs, flies, hops, swims) and name the animal. • Use body movements to demonstrate actions in songs. **Grades 6-8** • Act out action commands such as "jump", "walk", "run" when directed. • Listen to an action described in context and identify it.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.7 Demonstrate understanding of action words in context.	• Listen to an action described in context and identify it. • Act out an action after hearing it in context.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.8 Recall facts and make inferences from a group of related sentences.	• Listen to three related sentences about an animal or food and then select the picture of that animal or food. (e.g., It is a fruit. It is yellow. It is long.; It is an animal. It is large. It has a long neck.) • Listen to several sentences describing an animal, select a picture of it, and then place it with a group of wild or farm animals.
	Grades 3-5
	• Listen to a series of statements about the weather and point to pictures showing the weather described. Point to articles of clothing which would be appropriate for that weather. • Listen to a short paragraph and recall the sequence of events by ordering pictures showing the action. • Listen to a short narrative. Then choose the appropriate ending from a group of pictures.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8**
1.8 Recall facts and make inferences from a group of related sentences.	• Listen to a paragraph describing an animal. From the description, determine if the animal lives on land, in water, or in the air. • Listen to the description of several food items and choose the appropriate meal at which each item would be served. • Listen to a short narrative and draw a picture of the main character or setting.
	Grades 9-12
	• Listen to a series of statements about sports and select the appropriate equipment for each statement. • Listen to a series of short descriptive sentences about one of the four seasons and then select the illustration that best matches the description. • Listen to a narrative and create a pictograph which illustrates the sequence of events.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.1 Demonstrate understanding of words, phrases, simple statements and questions heard without visual clues or props.	• After hearing a passage describing an animal, indicate by using a check mark on a three column chart whether the passage deals with the animal's habitat, its eating habits, or its physical characteristics. • Using oral clues provided from a master map, locate and draw in the stated geographical features. Hold up the map when finished to see if it matches the master map. • Physically act out oral commands given by other students. • Listen to a description of two animals/ people/countries, etc. On a diagram, record the differences and similarities of both. • Listen to a series of statements and draw the information you hear.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 9-12**
2.1 Demonstrate understanding of words, phrases, simple statements and questions heard without visual clues or props.	• Listen to an increasingly detailed description of an object or a person until you are able to identify the person or object being described. • Listen for biographical details as you hear a description or interview. Complete a biographical form based on the information heard. • Listen to a short dialog about a grocery store and circle, draw, and/or write the items mentioned.

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.2 Demonstrate understanding of meaning from context clues.	• Listen to a product described in detail and identify it. • Listen to a weather report. Draw the weather symbols on your own map as prompted. • Fill in the name and age of each member on a family tree, according to the information heard.
	Grades 9-12
	• Listen to a narrative passage or short conversation and identify where it is taking place. • Choose the appropriate illustration for a passage you have heard.

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.3 Demonstrate understanding of expressions of emotion, condition, and preference.	• Listen to a brief conversation and check on a chart the appropriate emotions for what you have heard. • While listening to a passage dealing with two persons' likes and dislikes, indicate on a diagram the similarities and differences in the preferences of the two characters.
	Grades 9-12
	• Listen to a brief conversation and check on a chart the appropriate emotions for what you have heard. • While listening to a passage dealing with two persons' likes and dislikes, indicate on a diagram the similarities and the differences in the preferences of the two characters. • Listen to a short poem or song and tell the emotion of the selection.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.4 Extract the main idea from material heard.	• Listen to a brief conversation and state the main idea. • Listen to an advertisement of a product and decide which product among several suggested choices is advertised.
	Grades 9-12
	• Listen to an advertisement of a product and decide which product among several suggested choices is advertised. • Listen to a passage and create a title for it.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.5 Recall facts and list details from material viewed and heard.	• Listen to a familiar story and create a web diagram which would include the characters, their physical attributes, the location(s), and the actions. • View a segment of a TV news broadcast. Use a graphic organizer to recall the who, what, where, when questions and answers.
	Grades 9-12
	• After viewing and listening to a demonstration of how to make a cake, list all the ingredients needed for that recipe. • Listen to a tape of a story or folk tale. Using pictures, sequence it as you hear it a second time. • Listen to a telephone message and note the key information on a message pad.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.6 Demonstrate understanding of descriptive passages when heard which compare or contrast two or more elements or which depict the relationship between or among the elements.	• Listen to a conversation between a teenager who lives at the beach and a teenager who lives in the mountains. In groups, devise questions for other groups to answer based on the conversation heard. • Listen to a comparison of the physical characteristics of two people, animals, places or things. On a diagram, place the common elements and the differences. **Grades 9-12** • After listening to descriptions of two houses, draw the house plan of one of them. Compare it to the plan for the other house. Use a diagram to show the similarities and differences between them. • Listen to a series of statements about two or more people: Check on a double entry grid which statement goes with which person.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.7 Demonstrate understanding of material heard by predicting outcomes, drawing inferences, and making judgments.	• After listening to a weather forecast, choose the appropriate clothing to wear. • Listen to the teacher read a short narrative without an ending. Using a chart, check off from a list provided what you think the actual ending will be.
	Grades 9-12
	• Listen to a story someone tells about himself, including untrue elements. Judge which elements are true and which are not. • Listen to a passage and circle the most appropriate illustration to remedy a stated condition (e.g., I have a headache: aspirin).

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.1 Recognize past, present and future time when heard in simple and complex sentences and in longer passages.	• Listen to a series of simple and complex sentences. For each, indicate time on a checklist by marking "Today", "Yesterday", or "Tomorrow." • Listen to a short narrative. Then, using a graphic organizer, chart the sequence of events.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.2 Recognize intonation patterns and their effect on meaning.	• Listen to a series of sentences which contain a variety of intonation patterns. Identify the feeling (e.g., angry, happy, sad, confused, confident) expressed in each. • Listen to a series of sentences. On a checklist identify each as a statement, question, or exclamation. • Listen to an unfamiliar poem. From the sounds and intonation pattern, identify the emotion/mood that is expressed.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.3 Demonstrate understanding of the main idea in telephone calls, radio and TV broadcasts, oral reports, poems, and short stories.	• Listen to a radio commercial and identify the product being sold. • Listen to a recorded telephone conversation; identify the roles of the speakers. • Listen to a summary of a newspaper or magazine article delivered by another student. Identify the main idea. • In cooperative groups, view a segment of a television broadcast and list the main points presented.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.4 Summarize conversations and oral passages on everyday topics, personal interests and activities, and current events.	• Listen to a presentation by an exchange student and list three ideas or facts learned about his/her culture. • Listen to a news broadcast and summarize the main points. • Listen to an interview, take notes and then write a paragraph about the person interviewed. • In a small group, listen to each person describe his/her personal interests and activities. Then, summarize the combined interests of the group with a visual representation (cartoon, picture, collage, graph).

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.5 Identify feelings, emotions, and preferences as expressed in conversations, songs, poems, paragraphs, and excerpts from literature and media.	• Listen to a song, identify the emotions evoked, and give your reasons. • Listen to an excerpt from literature; assume the role of one of the characters and describe how you feel. • Listen to a conversation in which a group of three people is planning a dinner party. Based on what you have heard, list two foods that each member of the group prefers. • Listen to a conversation about music. Identify the musical preferences of each member of the group.

SECOND LANGUAGE STUDIES

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.6 Demonstrate understanding of material heard by following directions, predicting outcomes, drawing inferences, and making judgments.	• Listen to a weather report. From what you have heard, describe your plans for tomorrow. • Listen to a portion of a short story. Then, predict how the story will end. • Listen to someone describe how to perform an activity and do it. • Listen to a commercial for a specific product. Decide whether or not you will buy it and give your reasons. • View a videotape of students introducing themselves or role playing alter egos. From among them, choose your ideal date and give reasons.

Listening Goal: To understand language in context when spoken by an educated native speaker.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.7 Demonstrate understanding of point of view or purpose.	• Listen to a recorded passage about a social issue or current event. Identify the speaker's point of view. • Listen to two students play the roles of opposing candidates for a school election. Vote for one of the students and give your reasons. • Listen to a short passage. Identify the speaker's purpose (selling, reporting, criticizing).

SECOND LANGUAGE STUDIES

NOTES

SECOND LANGUAGE STUDIES

NOTES

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.1 Use everyday words in speech.	• View an object and name it. • Tell what color an object is. • Tell which object is large, medium, or small when several objects are viewed. • Say a number when a numeral is shown. • Name the day of the week. • Name the parts of the body which are missing when shown an incomplete drawing.
	Grades 3-5
	• Name the food group of a food item shown in a picture. • Name the day of the week. • Feel a hidden object and name it. • Name an article of clothing while putting it on or taking it off. • Name the missing item/number in a sequence.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8**
1.1 Use everyday words in speech.	• View pictures of various animals and identify them. • Name the continents and oceans when shown an outline map of the world • Name the parts of a plant.
	Grades 9-12
	• Feel a hidden object and name it. • Name the month in which you were born.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.2 Use simple phrases, including courtesy formulae.	• Tell the weather of the day. • Greet a friend and ask how he/she is. • Tell time to the hour.
	Grades 3-5
	• Give the date (e.g., Today is_____). • Greet a friend or an older person and ask how he/she is. • Tell the weather. • Tell time to the minute.
	Grades 6-8
	• Respond to questions on day, date, time, and weather. • Use courtesy formulae in a simple role play dialog with a partner (e.g, a student meeting a teacher).

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.2 Use simple phrases, including courtesy formulae.	• Apologize for bumping into someone. • Upon being introduced to someone, provide personal information such as your name, where you are from, your age, etc.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.3 Use learned sentences in everyday situations.	• Tell how you feel. • Use sentences to identify and describe everyday objects, foods, and animals.
	Grades 3-5
	• Tell your name and age. • Use familiar sentences to respond to questions in a conversation with the teacher or another student.
	Grades 6-8
	• Introduce yourself. • In pairs, ask each other simple questions and respond.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.3 Use learned sentences in everyday situations.	• Respond to questions such as "What do you do after class?" • Make one statement about yourself and one statement about a friend. • In pairs, ask each other simple questions and respond. • Make introductions and engage in short conversations by acting out an assigned role (e.g., an eighty year old woman, a six year old boy, a teenage girl).

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.4 Describe pictures/visuals, people, places, and objects in the immediate environment.	• Use a sentence to describe the color and/or size of a familiar object. • Give the quantity of objects shown. • Describe what another student is wearing. • Describe an animal. • Compare three objects according to the same attribute (e.g., size, shape, length).
	Grades 3-5
	• Describe another student's clothing and have the class identify the student. • Describe an object by estimating its length and weight mass. (Use metric measurement if possible.) • Generate sentences orally, individually or in groups, which describe pictures. • Describe common properties of several objects or animals.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8**
1.4 Describe pictures/visuals, people, places, and objects in the immediate environment.	• Tell what another student is wearing. • Describe what you have seen after the teacher shows a slide or picture. • Identify two common attributes which describe a collection of items.
	Grades 9-12
	• Select an object and describe it to your partner who will draw it. • Give descriptive clues about a famous person to your classmates; they will identify him/her.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.5 Express emotion, preference, wishing, and condition.	• Express how you feel when shown a picture (e.g., a tornado, an angry dog, ice cream). • Express your preference when shown two or more fruits. • Tell what food is desired when asked "What do you want?" • View a picture of a person and give the condition of the person.
	Grades 3-5
	• Tell which sport or activity you prefer or don't like. • Listen to a description of an event or a situation and tell how a person would feel in that situation. (e.g., John eats four pizzas and two hamburgers at the park. How does he feel?; Jim watches television until 4:00 A.M. How does he feel in school the next day?) • Tell what you want to be when you grow up. • Tell what you want to do after school.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8**
1.5 Express emotion, preference, wishing, and condition.	• Tell what you want to do and what you do not want to do this summer. • Cut pictures of things you like out of magazines and then express your preference to another student. • Construct a class montage of pictures of things you like and then state your preferences to the class. • In pairs, take turns pantomiming emotions and conditions for your partner to identify.
	Grades 9-12
	• In an imaginary restaurant, express your wants and preferences regarding the menu, and state your reason for being there. • Working in pairs, discuss a friend's upcoming birthday party and talk about what gifts he/she would like to receive.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12** (continued)
1.5 Express emotion, preference, wishing, and condition.	• Work in pairs to exchange information regarding personal likes and dislikes. • Create a collage of pictures depicting a particular emotion. Have other students identify the emotion by forming a sentence about the collage.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.6 Use action words and phrases.	• Tell what certain animals do. • Sing songs with action words.
	Grades 3-5
	• Tell what you are doing as you are completing an action (e.g., I am opening the door). • Tell what another student is doing (e.g., He is jumping on the table). • Tell how a person, animal or imaginary creature goes from one place to another.
	Grades 6-8
	• Identify the actions depicted on various visuals or transparencies. • Work together in groups of three. Student A will tell Student B to jump, then Student C will tell the class what Student B is doing.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.6 Use action words and phrases.	• Describe an action while watching it being performed. • View an action. Then, describe it to someone who has not seen it and ask him/her to perform it. • Identify the actions depicted on various visuals or transparencies. • Anticipate the next activity in a sequence of daily routines. • View a list of action words and phrases; state the opposite for each word or phrase.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.7 Give affirmative commands.	• Tell another student to open or close the door. • Tell the teacher to sit down or stand up. • Command another student to give you an object in the classroom. • Lead the class by giving commands to the group.
	Grades 3-5
	• Tell someone to put something on, under, or beside something else. • Tell another student to locate a specified country on the map. • Lead the class by giving commands to the group.
	Grades 6-8
	• Lead the class by giving commands to the group.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8** (Continued)
1.7 Give affirmative commands.	• In pairs, take turns giving each other commands such as "Open the door", "Give me the book." The partner carries them out. • Give commands in a game of Simon Says.
	Grades 9-12
	• Lead the class by giving commands to the group. • Look at a map. Instruct classmate to move from Point A to Point B using appropriate commands.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.8 Express possession.	• Say that something is yours. • Say that an article belongs to someone else.
	Grades 3-5
	• Tell whether or not an article is yours. • Tell whether or not an object belongs to someone else.
	Grades 6-8
	• Respond when the teacher picks up an object from an individual student and asks "Whose is this?" • Carry a possession to the table; then respond to questions. (e.g., Is this _____yours, John? Whose is this?)

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.8 Express possession.	• Describe another student's clothing using expressions of possession. • In pairs, ask and answer questions using an expression of possession.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades K-2**
1.9 Ask questions.	• Ask the day and the date. • Ask what the weather is. • Ask the teacher or a classmate how he/she is. • Ask where something is. • Ask what something is. • Ask another student's name.
	Grades 3-5
	• Interview another student asking questions such as "How are you?", "What are you wearing?", "How old are you?", "Where do you live?" • Identify an object or person by asking questions. • Ask the other students to guess what object you are thinking of.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5** (continued)
1.9 Ask questions.	• Play the role of the teacher by asking questions pertaining to the daily opening routine. (e.g., What is today's date? What is the weather? How many students are present?)
	Grades 6-8
	• In pairs, ask for each other's telephone number.
	• In pairs, ask and answer questions based on charts and calendars.
	• Interview another student and then based on the answers to your questions, tell about him/her to the class.
	Grades 9-12
	• Identify an object or person by asking questions until the object or person is identified.
	• Interview each other for an article for the school newspaper.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.1 Use learned phrases and sentences to initiate and sustain simple conversation.	• Welcome a friend to school by introducing yourself and asking questions such as: "Where do you live?, "What classes do you have?" • Work in pairs. Assume the personality of a famous person and respond to the questions your partner is asking you.
	Grades 9-12
	• Work in pairs. Assume the personality of a famous person and respond to the questions your partner is asking you. • Create and role play a brief dialog with a partner (at a restaurant, in a store, etc.)

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.2 Recombine known language to produce personalized statements, questions, and responses.	• Interview other students in the class asking where they were born, what they like to do, and how they come to school. Create a graph of the responses and identify students with whom you have something in common. • Describe the personal characteristics of yourself and others.
	Grades 9-12
	• Ask a partner about personal preferences through an interview and then present the information to the class. • Describe the personal characteristics of yourself and others. • In pairs, devise questions to be asked during an interview. Using these questions, interview other students.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.3 Produce negative and affirmative statements and questions.	• Role play the identity of a secret celebrity. Other students ask questions which you can answer either affirmatively or negatively (e.g., Are you in politics? No, I am not in politics). • Describe a month of the year or a season with a series of affirmative and negative statements.
	Grade 9-12
	• Ask and respond to questions in a chain activity. (e.g., A. Do you have a _____(book)? B. No, I do not have a _____(book), I have a _____(pen). Do you have a _____(pen)? C. No. I do not have a _____(pen), I have a _____(cat). Do you have a _____?) • Ask and respond to who, what, where and when questions. • Listen to a tape of one-half of a conversation. At the pause, supply the missing question or response.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.4 Describe in phrases and sentences people, places, things, activities, and events.	• Describe the scene to the class from a large visual at the front of the room. • Bring in a baby/family picture and describe yourself to a partner. • Describe a famous person to the class who will guess his/her identity.
	Grades 9-12
	• Describe illustrations from magazines. • Describe a detailed map for others to draw. • Describe a product orally for others in the class to identify. • Look at a poster of a person. After the poster is removed, describe the person in as much detail as possible. • Describe your baby picture which is posted with other baby pictures on the bulletin board. The class matches your description to your picture. • Bring an unusual object from home and talk about it to the rest of the class.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.5 Describe a sequence of events.	• Describe a sequence of events such as: 1. a seed growing into a tree 2. a tadpole growing into a frog 3. a rainstorm moving away to leave a rainbow 4. a tree in different seasons. • Choose a three-frame cartoon or comic strip with the text deleted and describe the sequence of events. • List orally several of the activities you engage in throughout the day in their proper sequence. **Grades 9-12** • Choose a three-frame cartoon or comic strip with the text deleted and describe the sequence of events. • List orally all the activities you engage in throughout the day in their proper sequence. • View someone performing a series of actions and then retell the actions in the order in which they occurred.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.6 Make comparisons and contrasts.	• Estimate the height of four volunteers. Verify estimations and state who is shorter, taller, shortest, tallest. • Using vinegar, onion powder, garlic, perfume, and hand lotion, state while blindfolded which smells good/better/best/ bad/worse/worst. • Using fruit, honey, vinegar, candy, taste while blindfolded and state which is sweeter or more sour, the sweetest or the most sour. • Using furry animals, a stapler, cloth, a tape dispenser, state while blindfolded which is soft/softer/softest/hard/harder/hardest. • Describe the relationship among nesting dolls.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 9-12**
2.6 Make comparisons and contrasts.	• Compare the physical characteristics of two student volunteers. • Select two elements (e.g., TV programs, modes of transportation, actors, countries) and compare/contrast them orally. • Compare at least ten people according to two characteristics (e.g., brown hair, able to swim). Create a Venn diagram of your findings and report them orally to the class. • Interview a partner about his/her daily routine and compare/contrast it to your own. Report the similarities and differences to the class.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.7 Express emotion, condition, and preference.	• In pairs, act out a visit to the doctor. One student is asked and answers questions. (e.g., How do you feel today? What is wrong? Are you tired?) • From a menu, order your favorite foods and explain your choices to the class.
	Grades 9-12
	• Given a menu, express your preferences, indifference or dislike for certain items. • Tell someone why you don't like your least favorite food; give at least three reasons. • View a series of pictures. For each, identify the emotion it evokes (e.g., happiness, sadness, anger, fear) and explain your choice.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.8 Use language to classify, summarize, predict, judge and infer.	• Identify a person from the list of things found in his/her pocket. Share your conclusions orally with a partner or with the rest of the class. • Read only the title of a passage and make several oral predictions regarding the information/content of the passage.
	Grades 9-12
	• View, hear, or read a story, paragraph, film, or video. Then, create a semantic web and orally summarize. • From a list of objects, persons, book titles, places, etc., in groups, form classifications according to the group's criteria. Then, report results to the rest of the class.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.1 Converse on everyday topics with accuracy in some basic language structures using stress, rhythm and intonation which are comprehensible to a native speaker.	• Participate in an impromptu sustained conversation of at least three minutes with another student (e.g., clerk-customer, boss-secretary, teacher-student). • View a picture which is gradually revealed. With a partner, discuss what you see. • Pretend you are a famous person from the past. Engage in conversation with another student who is a famous person from the present.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.2 Communicate orally in past, present, and future time.	• Tell what you have done, what you are doing, and what you will do in the future. • Describe something that occurred yesterday. • Pretend that you are a local weather forecaster. Summarize the weather for the past month and predict the weather for the rest of the week.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.3 Ask questions to seek information and clarification of meaning; give specific information orally.	• Interview a person from one of the countries where the language is spoken. Summarize your interview orally. • Work in pairs and ask your partner for directions to different locations in your community. • Telephone the embassy of one of the countries where the language is spoken, asking for information about that country and report the information to the class.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.4 Describe with detail a person, place, or thing.	• Describe something in detail without naming it. Others guess what it is. • Describe your ideal house or vacation spot. • View a picture of a person and describe his/her spouse, car, job, house, etc. • Describe yourself physically in 20 years.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.5 Narrate a simple story or deliver a simple oral report.	• View a famous painting and tell a story about it. • View a series of illustrations and describe the sequence of events. • Make a dish representative of one of the countries where the language is spoken, bring it to class and describe how you made it, including quantities and prices of ingredients. • Give the plot of a popular movie or episode of a television program. • Pretend you are a writer for a soap opera. Describe an episode to your producer.

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.6 Express emotions, feelings, and preferences and give supporting details.	• Smell or taste something with your eyes closed. Describe what it reminds you of, how you feel, whether you like it or not. • From a collection of postcards or travel brochures, choose the place you want to visit and explain your choice. • Listen to or read a hypothetical situation (e.g., your dog died); express your reaction. • In cooperative groups, create an advertisement for a product using a persuasive technique and videotape it.

SECOND LANGUAGE STUDIES

Speaking Goal: To speak the language so as to be understood by a native speaker of that language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.7 Express personal point of view and support it.	• Prepare arguments for both sides of a social issue. With a partner, argue for one side of the issue. • View a movie or read a book. Give your opinion about it and support it. • As a member of a committee on school improvement, argue for one improvement for your school. • Assume the role of an animal or a manufactured object. Give your opinion of people and support it. • Play the role of a political candidate on a call-in show. Explain your view on three important topics.

SECOND LANGUAGE STUDIES

NOTES

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One **1.1 Recognize written words in context which are already understood in the target language.**	**Grades 3-5** • View a sentence and circle or point to a word said by the teacher in a given sentence. • Read the days of the week and the date from a calendar. • View a sentence with a word missing. As the teacher reads the sentence, choose the missing word from a word bank. • Match labels with body parts. **Grades 6-8** • Read labels on pictures and on various objects in the classroom. • Read the days of the week and the date from a calendar. • Read weather expressions and seasonal descriptions and expressions from a weather chart. • Use the metric system to measure the dimensions of classroom objects listed on a form.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.1 Recognize written words in context which are already understood in the target language.	• From a group of words, classify words according to categories listed. • From an assortment of words, select the one that does not belong in the category.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.2 Demonstrate understanding of simple phrases and sentences when read.	• Read a sentence and choose a matching picture or drawing. • Rearrange words from a scrambled sentence. • Read statements (aloud or silently) about a picture and answer true/false statements about that picture. • Arrange a group of short simple sentences in correct order.
	Grades 6-8
	• Read a sentence and then answer a question about the sentence. • Respond to the question "How are you?" by marking the most appropriate answer from a choice of three possible answers. • Read directions or commands from sentence strips and follow the instructions given.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12**
1.2 Demonstrate understanding of simple phrases and sentences when read.	• Demonstrate understanding of a group of simple sentences by arranging them in sequential order. • After reading a description of a scene, a monster, etc., illustrate it and compare it to those of other students. • Follow instructions for a scavenger hunt or information search. • Read a short paragraph and answer short written questions about the paragraph.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.3 Recall facts from a series of connected sentences.	• Read a short paragraph and select the pictures that illustrate it. • Read a short paragraph and respond orally to questions about it. • Read a short paragraph and respond to written factual questions by selecting from written multiple choice answers.
	Grades 6-8
	• Read several simple sentences and then choose the correct answer for a question about those sentences. • Read a short selection and put four pictures illustrating it into sequential order. • Read a description about two animals, places, objects, in the target language. Using a Venn diagram which shows two intersecting circles, fill in the characteristics which would fit in either circle alone, and in the area common to both circles. Then explain the chart orally.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8** (continued)
1.3 Recall facts from a series of connected sentences.	• Read a short paragraph and in small groups formulate questions about the paragraph and answer those questions.
	Grades 9-12
	• Read a paragraph about a target culture teenager's daily routine and put story-based pictures in sequential order.
	• Read a short paragraph and in small groups formulate questions about the paragraph and answer those questions.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.4 Make inferences from material read.	• Read a short paragraph with words missing. Complete the paragraph by choosing words from a word bank. • Read a short paragraph and infer an ending from a group of sentences.
	Grades 6-8
	• From an assortment of words, select the word which does not belong in the category and state what the other words have in common. • Read a short paragraph and orally supply a possible ending inferred from the story.
	Grades 9-12
	• Read the label from a food product of the target culture. Place a check by the written phrases given, inferring whether the product is healthful or not.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12** (continued)
1.4 Make inferences from material read.	• Read a short passage followed by several statements. Indicate whether or not the statements can be logically inferred from the passage. • Read a short passage portraying both sides of the relationship between a parent and his/her teenage son/daughter of the target culture. Then, choose from a series of responses the one that best describes the relationship between them.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.1 Demonstrate understanding of short written passages by identifying words that relate to the main idea.	• Read a paragraph. From three possible conclusions, select the one most consistent with the main idea. Then, underline the words in the paragraph that relate to the main idea. • After reading a selection, use a graphic organizer to state the main idea and the key words that relate to this idea.
	Grades 9-12
	• Read a passage and match it to a general topic (e.g., love story, medical report, current events). List words which reflect the topic. • Read an advertisement for an unnamed product and depict the product through illustration.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.2 Obtain information through reading.	• Read four different movie ads and answer questions about them related to time, location, stars, etc. • Read a passage about holidays and answer three questions about it. • Use the yellow pages (from a target language directory) to find a florist that delivers, an international moving company, an English language school, etc. and copy the information. • Read a narrative about a family and complete a family tree based on the reading.
	Grades 9-12
	• Using a train schedule as the source of information, answer questions relating to the departure and arrival of trains. • Read a TV schedule and choose the programs you would like to see for one week. Report on your selection including the day and time of the program selected.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 9-12** (continued)
2.2 Obtain information through reading.	• Ask or answer who, what, where, when, why, and how questions about the text. • Use a newspaper to complete an information search.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.3 Identify the main idea and supporting details from single paragraphs and longer narrative and descriptive passages, including authentic materials.	• Read a short passage your partner has written and share with him/her the main idea and several of the supporting details. • Read a paragraph and organize the main points and supporting details on a graphic organizer.
	Grades 9-12
	• Read a paragraph and organize the main points and supporting details onto a graphic organizer. • Read a travel brochure about a city, country, or region and list the principal attractions for several locations.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.4 Identify a sequence of events in a narrative.	• In pairs/groups, sequence sentence strips until they form a logical narrative. • Read a story about a child's day. Then use a timeline to show the order in which events occurred. • After reading a story, complete a story skeleton.
	Grades 9-12
	• In pairs/groups, sequence sentence strips until they form a logical narrative. • Read a narrative passage and display the sequence of events on a graphic organizer. • Write a set of directions dictated by the teacher. Then, read the directions and follow them on an accompanying map.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.5 Read familiar material for the purpose of summarizing.	• After reading a passage, summarize it using pictures. Then write sentences under the pictures. • After reading a brief passage about young people in a target country, summarize by answering who, what, where, when questions.
	Grades 9-12
	• After reading a passage, summarize it using pictures. Then write sentences under the pictures. • Role play the passage read or conduct a mock interview with the main characters.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.1 Obtain information by reading.	• Read a recipe; make the dish. • Read a classmate's set of directions for arriving at a fictitious destination and draw a map to correspond to them. • Read an account of an accident in the newspaper. Prepare an accident report, including a diagram of what happened.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.2 Identify the main idea and supporting details from authentic materials such as newspaper and magazine articles and literary works.	• Read a short story and prepare a written list of questions about it. • Read a magazine article and outline it. • Read the front page of a newspaper and list the major events that occurred. Describe one in detail. • Read an unfamiliar selection without referring to a dictionary. List the important ideas in it.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.3 Summarize written material on general topics and literary works.	• Read a play and provide in writing names and descriptions of characters, sequence of major events, and outcome of the dramatization. • Read a biographical sketch of someone and create a timeline showing the events in the person's life. • Read a short story and illustrate it through a shadow box, a video, a skit, or other medium.

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.4 Determine emotions, feelings, and preferences from reading selections.	• Read two poems on the same topic or theme and compare the emotions or feelings expressed in each. Give your preference and explain it. • Read reviews of restaurants from newspapers or travel guides. Express your preference and give reasons.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.5 Make predictions and judgments and draw inferences from written materials.	• Read the descriptions of 10 people who are stranded on an island. Only six can fit in the life boat. In a group, choose the six and give reasons for your choices. • Read a literary work and assume the role of a character in that work. Respond to a series of dilemmas as if you were that character and explain your behavior. • Read a portion of a short story and predict the ending. • Read the introduction, bold print, topics and conclusion of a selection. From this information, predict and outline the probable information. Revise the outline after reading the complete selection.

SECOND LANGUAGE STUDIES

Reading Goal: To understand the written language in context from print and nonprint materials in the target language.

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.6 Demonstrate understanding of the author's point of view or purpose.	• Read an editorial from a newspaper and react to the writer's point of view. • Read a literary, philosophical, or historical selection from an earlier period and choose the most outstanding contemporary who represents that point of view. • Read a protest poem or lyrics to a protest song and explain the author's purpose.

SECOND LANGUAGE STUDIES

NOTES

SECOND LANGUAGE STUDIES

NOTES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.1 Copy learned phrases and sentences in context	• Orally describe an object to the teacher who will write the sentences on the board. Copy the sentences. • Create your own pictionary from a list of words. • From a list of words related to food, write the food items that you like.
	Grades 6-8
	• Arrange sentence strips in order; then, copy the paragraph. • Complete a paragraph on a familiar topic by choosing words from a word bank.
	Grades 9-12
	• Describe the classroom by dictating phrases and sentences to the teacher who will write them on an overhead transparency. Then, copy the sentences. • Read a paragraph about a teenager's daily routine. Dictate the schedule to the teacher and then copy it.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.2 Write words from memory which are associated with visuals, props, or familiar contexts.	• View a visual and then write color words associated with the visual. • Label the parts of the body. • Read a sentence containing a picture and write the word for the picture. • Write the names of several food items from your favorite meal. • Place pictures of foods in food groups and label the foods. • Label a calendar.
	Grades 6-8
	• Use a simple vocabulary builder computer program to identify pictures in a particular category, such as foods, animals, or clothing, and type in the word. • Listen to another classmate tell a story using pictures; copy the story replacing the rebus pictures with words. • Brainstorm lists of words in categories and write them down.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 6-8** (continued)
1.2 Write words from memory which are associated with visuals, props, or familiar contexts.	• Make a list of foods you eat in one week and estimate the cost of each food. • Complete an identification form. **Grades 9-12** • View a visual of an action and write the appropriate action word. • View slides of classrooms which show different subject areas and write the name of the subject being taught. • View different items or objects and write down where they can be purchased. • Devise a menu for one week which would provide a healthy, balanced diet. • Complete an identification form.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.3 Write a familiar phrase, statement, or question in context.	• Write the weather for the day and illustrate it. • Write the question when an answer is given. (e.g., Monday - What day is it?) • Create a pattern story according to a model provided by the teacher.
	Grades 6-8
	• Listen to the teacher read one line of a familiar dialog; write the next line • Write appropriate questions to a given written response. (e.g., It is raining. What is the weather today?) • In pairs, one student writes 2-3 questions about a familiar topic and the other answers in writing.
	Grades 9-12
	• Write the appropriate question for a given written response.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12** (continued)
1.3 Write a familiar phrase, statement, or question in context.	• From a diagram of similarities and differences of American and target culture teenagers, write a sentence about one similarity or difference. Then, compose interview questions to be used

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 3-5**
1.4 Generate in writing two or more related sentences in context.	• Keep a weather log for a period of time (week or month) using metric measurement. At the end of the time period, chart or graph the results. Then, write sentences explaining the graph and/or chart. • Compose at least two related sentences about an object or picture in the classroom.
	Grades 6-8
	• Compose at least two related sentences about a visual or a work of art displayed in the room. • Write a description about yourself in which you must include at least two or three facts.
	Grades 9-12
	• Given a topic, such as weekend plans, compose several related sentences. • Using a culturally correct form, write a short letter to a real or fictitious pen pal.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage One	**Grades 9-12** (continued)
1.4 Generate in writing two or more related sentences in context.	• Write an ad for a product or public service.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.1 Recombine known language to produce personalized statements, questions, and responses.	• Make a "me" booklet. On each page write something about yourself. • On a large world map showing the different continents, place pictures of animals on their proper continent. Then, write captions. • Write a message to a friend.
	Grades 9-12
	• Write questions to incorporate in a letter to a pen pal. • Interview a partner and write statements about the interviewee. • Rewrite a narrative into a dialog or a dialog into a narrative.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.2 Write controlled sentences and paragraphs.	• Write a mini-autobiography. Include name, physical description, favorite color, book, song, sport, class, names of members of the family. • Using the three divisions of morning, afternoon and night, write a three-paragraph paper of your day. • Make a booklet about a trip to a country of your choice. Each page answers one question. (e.g., Where are you going? When are you leaving? How are you traveling?)
	Grades 9-12
	• Change a paragraph from the present to the past or the future. • Write a paragraph incorporating specified guidelines. • Write a self-description, including likes/dislikes. • Complete a paragraph for which the first sentence is given.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.3 Compose a series of original statements and/or questions related to personal experience.	• In pairs, exchange notes with each other asking and answering simple questions; the other student answers them. • Make a greeting card for a special occasion.
	Grades 9-12
	• Write a paragraph about your house. • Write a weekly journal entry about a topic of your choice. • Write a list of household chores for family members.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.4 Compose short messages, announcements, advertisements, postcards, and simple letters.	• Write a letter to a real or fictitious person. • Design a postcard for a specific location. On this postcard, write home describing scenery, activities, future plans, etc.
	Grades 9-12
	• Write a note to a friend or to your teacher. • Write a script for a telephone answering machine. • Write an announcement for a language club meeting. • Write an advertising slogan to attract tourists to your own town. • Select an existing product or invent one and write an ad accompanied by a depiction of the product. • Write and/or respond to "Dear Abby" letters.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.5 Compose a series of related sentences that describe, compare or contrast people, places, things, and/or activities.	• Write several sentences describing the positions of objects in a room in relation to one another. • Write a paragraph comparing two elements (e.g., 2 sports, 2 TV programs, 2 movies, 2 types of music).
	Grades 9-12
	• Look at a poster of a person. After the poster is removed, in pairs or alone, write a detailed descriptive paragraph. • Write a passage explaining preferences in sports, clothing, or school subjects. • Write a short paragraph comparing two elements (e.g., 2 sports, 2 TV programs, 2 movies, 2 types of music).

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grades 6-8**
2.6 Narrate a sequence of events.	• From a set of pictures or cartoons, write a brief story. • Using a map of a downtown area, and beginning at a designated point of origin, move to a destination of your choice. Write down the directions to this destination in sequential order.
	Grades 9-12
	• Choose a favorite story or fairy tale and write the story skeleton on a chart. • Write a paragraph about your daily activities in the order they occur. • Write a description of sequence of actions being performed by the teacher or another student. • Create a comic strip and write the captions.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Two	**Grade 6-8**
2.7 Write one or more sentences that classify, summarize, predict, judge, or infer.	• Write a horoscope for another person in the class. • Predict in writing whether a series of objects will float or sink. Verify predictions and write sentences about your observations. • Read a familiar story and then summarize it in one or more sentences.
	Grades 9-12
	• Predict next week's weather. • Predict, survey and graph classmates' favorite sports or activities. Summarize findings in a few sentences

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.1 Compose a series of related sentences or a cohesive paragraph on a general topic with good control of some basic language structures.	• Make a list of suggested classroom rules. • Make a teacher evaluation checklist. • Write a set of questions about a picture or illustration. • Develop a personal resumé. • Make a list of interpretive questions on a literary selection. • Write a thank-you note to your host family abroad. • Write a postcard to a friend abroad. • Write a journal entry about today's events.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.2 Narrate in past, present, and future time.	• Write a paragraph describing your plans after you graduate from high school. • Tell what happened on the last segment of your favorite TV show. • Write a paragraph narrating what happened, is happening, and will happen in a series of sequential pictures. • Write a short script for a TV/radio news broadcast telling about something that happened in your school or community yesterday. • Write an article describing a UFO incident you have witnessed.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.3 Compose cohesive paragraphs which describe, compare or contrast in detail people, places, things, activities, situations, and events.	• View a famous work of art and incorporate descriptive details into a paragraph or a series of paragraphs. • View a film and describe the setting and characters. • Describe the perfect day. • Choose a famous landmark from another country and a famous landmark in the United States. Write a paragraph comparing them. • Write a paragraph comparing your life to that of your grandparents at your age.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.4 Develop an organized summary, composition, report, or article of more than one paragraph.	• Compose a travel brochure for your state or city. • Read a poem and summarize it in prose. • Write an "alma mater" for your school. • Write an article for a school newspaper about a field trip or an event your class is planning. • Write an organized composition based on a series of illustrations. • View a film and summarize it.

SECOND LANGUAGE STUDIES

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.5 Express emotions, feelings and preferences and give supporting details.	• Listen to a famous musical composition and describe the feelings it evokes and what it means to you. • Write a ballad about a famous or notorious person. • Write a composition on the topic "If I could change the world I would..."

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.6 Express personal point of view and support it.	• Write a letter to your teacher to convince him/her to cancel your next exam. • Write a critique of a book, movie, or TV program. • Rewrite a familiar story as told from the point of view of one of the characters. • Write a letter to a leader of another country supporting a human rights concern. • Write a letter to the editor of a newspaper about a current issue.

Writing Goal: To write so as to be understood by a native of the target culture

OBJECTIVE	SAMPLE MEASURES
Stage Three	**Grades 9-12**
3.7 Compose pattern poetry.	• Write a poem based on learned core vocabulary within a prescribed pattern. • Write a patterned poem on a stated theme (e.g., love, war) and then compare it to published poetry on the same theme.

SECOND LANGUAGE STUDIES

NOTES

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades K-2	
4.1 Recognize and identify gestures, greetings, expressions, manners, and behaviors which are characteristic of cultures in which the language is spoken.	• Count using culturally appropriate gestures. • Greet each other using handshakes or other culturally appropriate gestures.
4.2 Learn age-appropriate songs, rhymes, dances, and games of children in cultures where the language is spoken.	• Sing and act out children's songs from cultures where the language is spoken. • Participate in children's games or dances from the cultures where the language is spoken.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades K-2	
4.3 Demonstrate understanding of children's stories in cultures where the language is spoken	• Listen to a popular story from a culture where the language is spoken and orally answer simple questions about the story. • Listen to a popular story from a culture where the language is spoken and then pantomime the story.
4.4 Participate in activities related to major holidays, festivals, and special dates that are celebrated by children in the cultures where the language is spoken.	• Make a greeting card or craft appropriate for a holiday or festival from a country where the language is spoken.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 3-5	
5.1 Use gestures, greetings, expressions, manners, and behavior which are characteristic of the cultures in which the language is spoken.	• Count using culturally appropriate gestures. • Greet each other using handshakes or other culturally appropriate gestures.
5.2 Learn age-appropriate songs, rhymes, and games of children in cultures where the language is spoken.	• Sing songs and recite rhymes from a country where the language is spoken. • Participate in children's games from the cultures where the language is spoken.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 3-5	
5.3 Demonstrate understanding of children's literature including stories, poetry, folk tales, fables, and legends in the cultures where the language is spoken.	• Listen to a story from a culture where the language is spoken and create a pictograph of it or sequence pictures from it. • Listen to a popular story from a culture where the language is spoken and orally produce the major points of the story for the teacher to write. Copy the sentences. • Listen to a popular story from a culture where the language is spoken that also is familiar in the United States. Identify the differences between the two versions of the story.
5.4 Experience the music and dance from cultures where the language is spoken.	• Follow simple directions for a dance from a culture where the language is spoken. • Listen to music representative of a culture where the language is spoken and draw a picture showing how the music makes you feel.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 3-5	
5.5 Participate in activities which reflect the customs and traditions of children in cultures where the language is spoken.	• Identify the coins and bills from countries where the language is spoken and use them to make mock purchases. • Identify traditional foods from the cultures; ask for the food you prefer using courtesy formulae. • Name some important products from countries where the language is spoken.
5.6 Locate on a map or globe the countries where the language is spoken.	• Locate and tell the coordinate points for different countries on a map or globe. • Locate different countries according to student/teacher directions on a floor map. • Label geographical features of different countries on a map. • Listen to a description of a country and place a "cut-out" of that country on an outline map.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 6-8	
6.1 Use gestures, greetings, expressions, manners, and behaviors characteristic of cultures in which the language is spoken.	• In pairs, play the roles of persons from a culture where the language is spoken; greet each other appropriately, incorporating appropriate gestures. • In pairs, greet someone and exchange information (e.g., directions to homes, phone numbers, or sites to see). • Read a passage from a culture capsule. Select the appropriate response from several plausible explanations for the behavior described.
6.2 Participate in activities which are characteristic of young adolescents in cultures where the language is spoken.	• Take a trip to the movies or restaurant in another country with your friends. • Listen to a contemporary song. In a cloze activity based on the lyrics, fill in the missing words or phrases.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 6-8	
6.3 Demonstrate understanding of adolescent literature including stories, poetry, plays, folk tales, fables, and legends in the cultures where the language is spoken.	• After hearing, viewing, or reading a story, create a web diagram showing the characters, scenery, and actions. • Listen to three poems and identify the underlying emotions. • View, listen to, or read a folk tale. State the main idea and write one or more sentences about each character. • Read a fable or story from a culture where the language is spoken and write a *cinquain* poem about one of the characters, using a word bank if needed.
6.4 Experience customs and traditions of cultures where the language is spoken.	• Prepare a typical dish from one of the countries where the language is spoken and make a list of the ingredients it contains. • Choose two dances or songs from two different countries. Perform the songs and/or dances and compare and contrast them, using a diagram. • Set the table as appropriate in a culture where the language is spoken. Describe it orally or in writing.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 6-8	
6.5 Locate major cities and identify major geographical features of the countries where the language is spoken and show their relationship to the culture.	• Locate on a map the capital cities and the major cities of the countries where the language is spoken. • In groups make a topical map of different countries where the target language is spoken. Then "travel" to other countries, greet the natives, exchange your money, and buy a typical product. • In pairs, tell another student the location of major cities or geographical features which he/she fills in on a blank map. • Progress from level to level by successfully answering questions from a geographical computer game (e.g., Where In The World Is Carmen San Diego?)

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 6-8	
6.6 Identify important individuals from the past and present and their contributions in the countries where the language is spoken.	• Choose a famous person from a culture where the language is spoken. Place the name and birthdate of your personality on a master timeline. Draw a picture representative of his/her contribution. • In groups, research famous individuals based on your interests and present the information orally to the class. • Study the works and styles of different artists and then create your own work in the style of one of them. Write a brief description of it. • Match important individuals from the target countries with information about them and their contributions.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 6-8	
6.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.	• Orally or in writing, compare and contrast your school day with that of a young person from a country where the language is spoken. • Make a list of words from the target language that have come into the English language. Then, classify them in categories.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.1 Utilize appropriate greetings, expressions, manners, and behaviors which are characteristic of cultures in which the language is spoken.	• Create a skit or produce a comic strip or collage depicting some aspect of daily home life in a culture where the language is spoken. • Participate in a role play of a social situation demonstrating appropriate language and behavior (e.g., going to dinner in someone's home). • Act out a telephone conversation in a culture where the language is spoken. • View a segment of a popular TV show depicting life in contemporary U.S.A. In a group, list ways the behavior depicted would be different if the program were produced in a culture where the language is spoken. • Illustrate literally and figuratively a proverbial, idiomatic, or slang expression. • Listen to various statements and decide whether they apply only to the United States, only to another culture, or to both. • Read a letter written to a child in a culture where the language is spoken and rewrite it to an adult.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.2 Participate in activities and experience customs and traditions which are characteristic of the cultures where the language is spoken.	• Prepare and serve traditional foods; compile a recipe book of the foods that were served. • Learn and demonstrate children's games, counting rhymes, and riddles from cultures where the language is spoken. • Research a popular sport from a culture where the language is spoken and illustrate some aspect of that sport. • Produce a puppet show or video depicting a tradition from another culture. • Produce and display examples of traditional crafts from the cultures where the language is spoken. • Design a typical schedule for a young person from one of the countries where the language is spoken.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.3 Demonstrate understanding of literature including stories, poetry, folk tales, fables, and legends in the cultures where the language is spoken.	• Perform an excerpt from a play representative of one of the countries where the language is spoken. • Participate in a costume contest featuring characters from literature, folk tales, and legends and describe what you or someone else is wearing. • Rewrite a folk tale placing it in modern times and in the local environment. • Read a short story, a scene from a play, or a chapter in a novel and then develop a shadow box depicting it. • Publish a fictional newspaper of daily events which could have taken place at the time a story or play was written. • Compare stories or poems on similar themes in the language. List cultural similarities and differences. • After reading several stories by a particular author or by several authors from the same literary period, discuss their common cultural outlook on a particular topic and illustrate it through a graphic organizer (e.g., women, religion, death).

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.4 Demonstrate understanding of contemporary people and lifestyles.	• Compare and contrast a magazine or newspaper from the culture where the language is spoken to a similar publication in the United States, noting similarities and differences. • Listen to a popular song and study the lyrics. Identify aspects of the culture reflected in the song. • View slides of signs and billboards. List aspects of contemporary life that the signs depict. • Look at a video of authentic advertisements from a culture where the language is spoken without listening to the soundtrack. Create oral or written dialog to accompany the video. • Read an advice column from a magazine in the target language. Solve the dilemma. • Compare TV shows, movies, or songs from countries where the language is spoken. Look for commonalities and display them with a graphic organizer. • In a group, make a list of questions to ask a young person (orally or in writing) from another country. Compare his/her answers to those of young people in the United States.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.5 Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.	• On a map, locate a region of one of the countries where the language is spoken and list in priority order the geographical features that helped shape the culture of that region. • Determine the geographical features of a region from a list of characteristics which describe people, foods, jobs, customs, and housing of that particular region. • Make a list of the kinds of foods eaten in a certain region or country and relate the foods to the geographical features. • Identify the major cities of the countries where the language is spoken and locate them on a map. Choose two and compare and contrast them by means of a graphic organizer. • Locate cities on a map and match the cities with the famous personalities who lived there. • Read several authentic recipes and state how they reflect a nation's or region's crops and climate. • Play the role of a travel agent and sell someone a trip to one of the target countries.

SECOND LANGUAGE STUDIES

Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.6 Identify important events, achievements, and contributions in the countries where the language is spoken and show their influence on their own and other cultures.	• Research an historical figure and make a timeline, graph, poster, or visual representation of the person's life and achievements. • Match painters, writers, and composers who lived and worked in the same period. • Classify significant people from the target cultures according to your own or the group's criteria. • Create a book jacket for a representative literary work. • Assume the identity of a famous leader, scientist, author, composer, or entertainer from the culture. Describe your accomplishments. • Prepare a list of questions to ask a specialist on history or the arts about the countries where the language is spoken. Then, report on your findings to the class.

SECOND LANGUAGE STUDIES

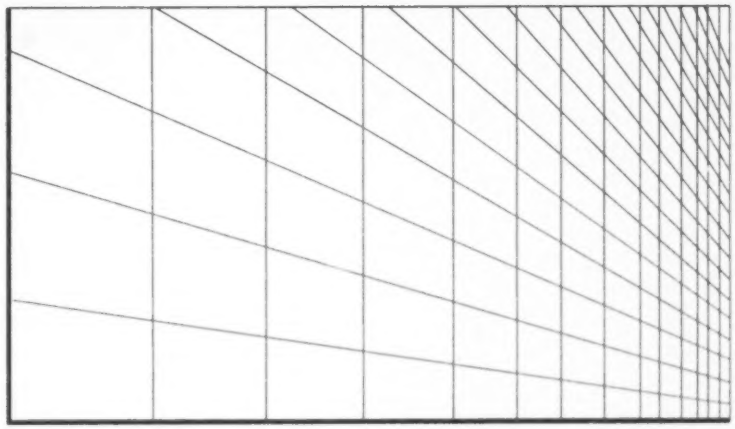
Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.	• In groups, develop lists of English words derived from the target language. Share list with class to develop classroom list. • View a series of TV commercials from the target countries. Find cultural similarities and differences among them and then compare them with US commercials. • In groups, choose one aspect of the culture of the target countries (e.g., fashion, food, architecture, recreation, music, education). Compare it to that aspect in the United States. • Compare a local area or town to a place in a country where the language is spoken which shares similar geography, population, or economic interests.

SECOND LANGUAGE STUDIES

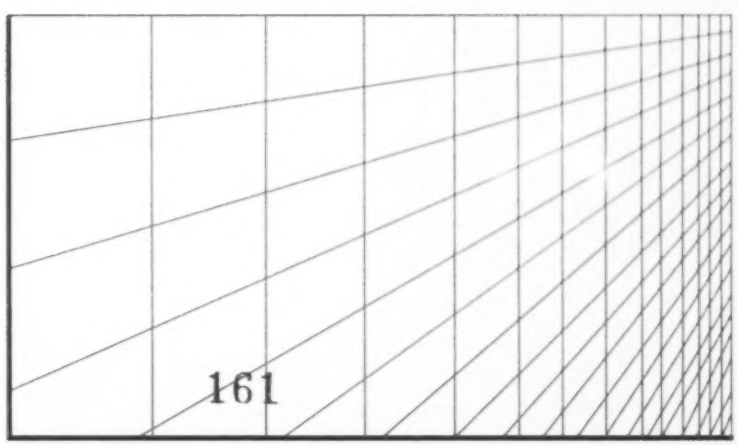
Culture Goal: To gain knowledge and understanding of other peoples and the ability to use language and behavior characteristic of real-life situations in the cultures in which the language is spoken.

OBJECTIVE	SAMPLE MEASURES
Grades 9-12	
7.7 Demonstrate understanding of the interrelationship of other cultures with one's own culture and recognition of the similarities and differences.	• Analyze settlement patterns of immigrants from the cultures where the language is spoken in the United States. • Over a period of time, graph the rate of monetary exchange between the dollar and the currency of one or more of the countries where the language is spoken. • Deliver an oral report on social and/or environmental trends or concerns shared by the cultures where the language is spoken and the cultures of the United States. • Identify minority groups in one or more of the countries where the language is spoken. Analyze the relationship between the minorities and the majority and compare it to the situation in the United States.



Glossary

Second Language Studies



GLOSSARY

Acquisition/Learning: "acquisition of a second language" refers to the natural way one acquires a second language through meaningful communication whereas "learning a second language" implies the formal study of a language including grammatical rules.

Cinquain: short poem consisting of five lines arranged in the following structure: line 1 states a subject in one word, line 2 describes the subject in two words, line 3 describes an action about the subject in three words, line 4 expresses an emotion about the subject in four words, line 5 restates the subject in another single word.

Cloze paragraph: paragraph in which one word is replaced with a blank at a specified interval, such as every fifth word. Students read the passage and fill in the missing words either orally or in writing. Rules vary as to whether a synonym is an acceptable replacement or if it must be the exact word. The cloze paragraph is a test of reading comprehension.

Collage: art form in which bits of objects, such as newspaper, cloth, pressed flowers, etc., are pasted together on a surface.

Communicative competence: ability to function in a communicative setting; that is to produce and understand what is appropriate to say, how it should be said, and when it should be said.

Context clues: information available to a reader for understanding an unfamiliar word from the meaning of a sentence as a whole, familiar language patterns, the meaning of surrounding words and sentences, and the position and function of the word.

Controlled paragraphs: paragraphs written according to stated guidelines, e.g., a certain readibility level, a certain purpose for writing such as self-description.

Cross-cultural: spanning more than one culture.

Courtesy formulae: polite or helpful conventional expressions or remarks such as "thank you," " you are welcome," "please."

Cuisenaire rods: manipulative bars of different lengths and colors used to help children understand counting, sorting, matching and ordering.

Discrete item: test item which is assessed in isolation to see if a student has mastered a specific structure.

Educated native speaker: native speaker of the language who uses standard speech free of dialect and slang.

Everyday words: words a student would use in commonplace situations at home or in school. They include both tangible and intangible things and support the communication needs of the child.

Functional objectives: objectives centered around the uses to which the language can be put, e.g., asking questions, expressing disagreement, etc.

Functional use: ability to communicate in the second language on topics appropriate to age level.

Graphic organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar/graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

Inference: judgment or conclusion based on reasoning, e.g., reasoning by inference from given premises.

Language experience: approach to learning to read in which a group of students' words or short oral compositions are written down and used as materials of instruction. The writing usually follows a shared experience.

Multicultural: addressing several cultures.

Multilingual: having more than one language.

Nonprint: symbols, words, pictures, and illustrations not in traditional print form such as those seen in computer programs and in the environment.

Nesting dolls: series of dolls, each of which is contained inside a slightly larger doll; found in Russian folk craft.

Oral/aural: dealing with speaking and listening.

Pair activity: activity involving oral or written communication between two students.

Partial immersion: approach to second language instruction in which part (at least half) of the school day is conducted in the second language.

Pattern story: story characterized by predictable story lines and the repetition of phrases and rhythm and/or rhyme which enable children to make predictions about content.

Pictionary: dictionary made up of pictures and symbols drawn to represent people, things, and events. It is used for pre-reading and pre-writing activities for students who are beginning to develop reading and writing skills.

Print: symbols, words, pictures, and illustrations as seen in books, magazines, leaflets.

Proficiency: ability to communicate effectively in both oral and written forms in the cultures where the language is spoken. Proficiency is made up of three components: function, content, and accuracy.

Proficiency-based curriculum: curriculum centered around proficiency where vocabulary and grammar are not taught in isolation, but rather as tools to accomplish communicative goals in particular settings on particular subjects.

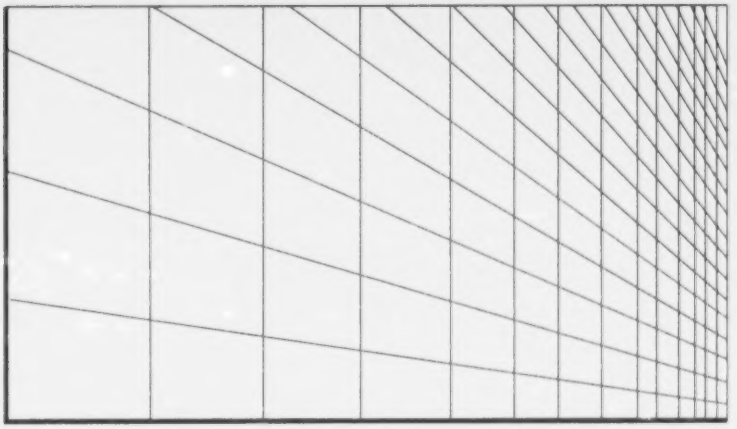
Rebus story: story in which some words are deleted and are instead replaced by drawings representing the missing words.

Shadow box: small, shallow open box used to display small objects.

Story skeleton: organization of a story which involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.

Total immersion: approach to second language instruction in which the entire school day is conducted in the second language.

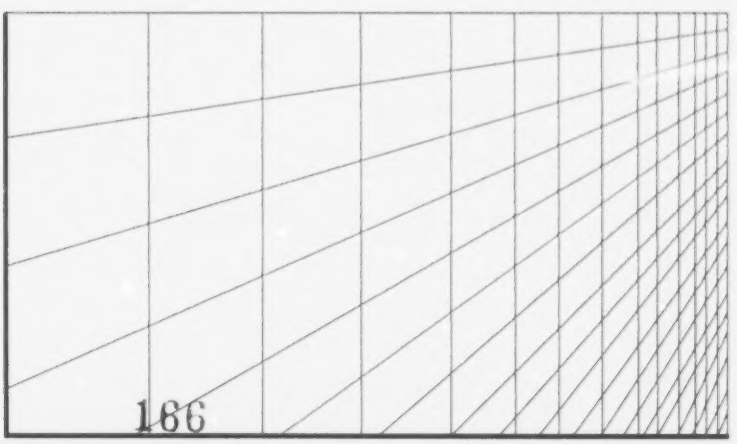
Visual clues: visible information such as tangible objects, gestures, etc.,which may assist a reader in gaining meaning from unfamiliar words.



American Council of Teachers of Foreign Language

(ACTFL) Proficiency Guidelines

Second Language Studies



ACTFL (American Council of Teachers of Foreign Language) Proficiency Guidelines

Generic Descriptions-Speaking

Novice The Novice level is characterized by the ability to communicate minimally with learned material.

Novice-Low Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate

The Intermediate level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced The advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

Advanced Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinion and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low Understanding is limited to occasional words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or slower rate of speech.

Novice-High Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-Low Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Advanced Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is proportionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp socio-cultural nuances of the message.

Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.
Distinguished	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.
Intermediate-Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items.

	Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced-Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.
Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always

able to match the meanings derived from extralinguistic knowledge with meaning derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all socio-linguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions-Writing

Novice-Low Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice-Mid Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to met most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of

biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

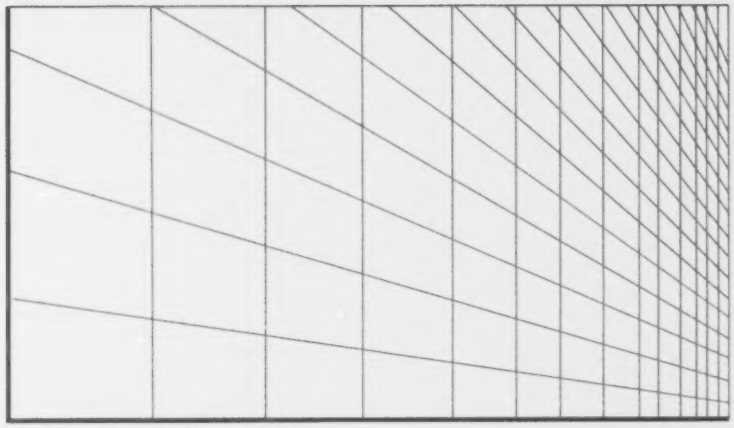
Advanced Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in production complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

Advanced-Plus Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness is one of the foregoing or in spelling or character writing

formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

Superior Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of positions in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

NOTES



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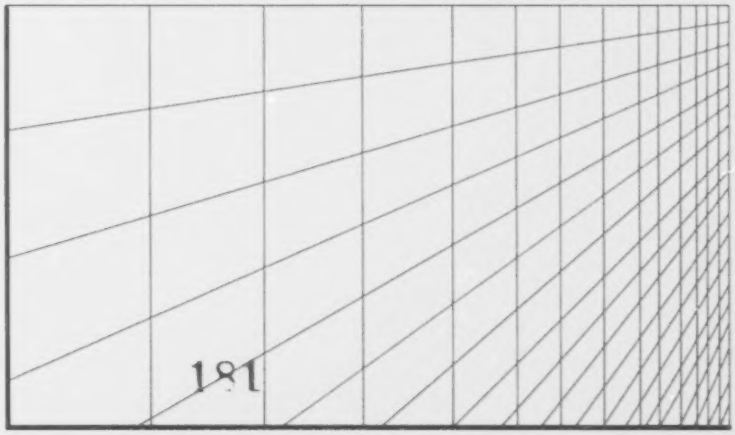

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